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A Study on Teachers' Perceptions towards Education Quality of Integrated Classroom Learning in Primary Schools in Ethnic Minority Areas of Guangxi Province, China

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Abstract
This study focused on the teachers' perception towards the current Chinese education quality of integrated classroom learning at the primary schools in ethnic minority areas of China. A total of 205 full-time teachers from primary schools in Guangxi ethnic minority participated in the study, and the collected data were analyzed by descriptive statistics, independent samples t-Test, and one-way ANOVA. The study found that: 1) the overall education quality of regular class learning was at a moderate level, with the student performance at the highest; 2) there were no significant differences of teachers' perceptions towards education quality according to their gender and their school areas; 3) there were significant differences of teachers' perceptions towards education quality in these schools according to their training experiences: the teachers with more training experiences perceived the education quality at the 'high' level; 4) there were significant differences of teachers' perceptions towards education quality based on their school areas, perceptions of the teachers with senior titles perceived the education quality were at the 'high' level; 5) the five dimensions of school resources and support, school management and professional leadership, integrated cultural environment, teaching and learning in the integrated class, and student performance were all significantly positively correlated with education quality of regular class learning. The study recommended that schools in ethnic minority areas of China realize the importance of teachers' professionalism and improving the education quality in all 5 dimensions comprehensively, especially on creating an integrated cultural environment.

Keywords: *Integrated Classroom Learning, Education Quality, Teachers' Perceptions*

1. Introduction

As early as 1994, the World Special Education Conference held in Spain focused on special education and formulated the relevant policies to raise the EFA movement to the inclusive education movement, so that schools can accept all children, especially special children (UNESCO, 1994). In China, according to data released by the Ministry of Education of China, in 2016, the number of special students enrolled in regular primary and secondary schools and special education classes in ordinary schools accounted for 55.06% of the total number of students in school (MOE, 2017). In 2018, a total of 304,273 special students received compulsory education in integrated forms (including regular classes and special education classes in ordinary schools), accounting for 52.57% of all special students in school (MOE, 2018). This reflects that more than half of special students are currently enrolled in regular classes in ordinary schools, and regular class learning has become the major form of integrated education (Yan, Guan & Deng, 2016).

Despite an initial quantitative leap in the students enrolled in regular classes, its education quality has not yet been qualitatively improved as Wei (2017) pointed out in China.

In June 2020, the "Guiding Opinions on Strengthening Regular Class Learning in Compulsory Education for Disabled Children and Adolescents" issued by the Ministry of Education of China stated that "regular class learning is an important way to guarantee equal access to compulsory education for children with special needs. In recent years, schools of various levels and types have advanced regular class learning, gaining steady improvement in teaching quality (Cui &Yuan, 2018). However, there are still outstanding problems such as incomplete support and guarantee conditions, and low special education professionalism among regular class teachers (MOE, 2020). This reflected that many problems still exist in the work of regular class learning (Deng, 2014); there is still a long way to go to improve the quality of education and teaching. Different from developed countries, the development of integrated education only started in the 1980s in China, which is relatively late (Deng & Zhao, 2019).

In this Chinese context, compared with other provinces and cities, integrated education started even later in Guangxi ethnic minority areas, with imperfect policies and less funding. A certain gap exists in the development of regular class learning both in terms of quantity and quality of education and teaching (Wei, 2017). Therefore, the selection of Guangxi as the survey area can better reflect the real education quality of regular class learning in China and witness the development course of domestic integrated education. The elementary school represents the initial stage for compulsory education and regular class students to integrate into general education. The understanding education quality of regular class learning in primary school is particularly critical for improving the overall domestic education quality of regular class learning (Li, 2020).

In addition, the national education data in 2018 reveals that students in the integrated classroom and attached special education classes at the elementary school stage accounted for 49. 1% of the total number of special education students (Deng & Zhao, 2019). Regular class learning in primary schools plays an important role in increasing the enrollment rate of special children in compulsory education. Meanwhile, integrated classroom teachers as one primary body of integrated education are the key to the success of integrated education (Tu et al., 2020). Moreover, integrated classroom teachers are most familiar with special students in the integrated classroom during the development of integrated class education and teaching work.

Based on the above background information, the researchers selected the teachers from primary schools in Guangxi ethnic minority area and decided to conduct this study with three research objectives, which were:

1) To know the basic information and demographics of the integrated classroom teachers working at the selected schools
2) To identify the overall education quality level of integrated classroom learning with each dimension
3) To compare teachers' perceptions towards education quality according to their demographics
4) To determine the correlations among the five dimensions and teachers' perception towards education quality

With the above aims, the researchers hope to know more about the education quality of integrated classrooms in the remote and underdeveloped ethnic monitory areas in Guangxi, to promote the development of integrated classroom learning in ethnic minority areas of Guangxi Province and propose some corresponding suggestions for the primary school education in the other ethnic minority area of China.

2. Literature Review

Integrate classroom learning refers to a form of education for special students in ordinary schools, which plays a major role in China's special education system (Lin, 1996). According to its education placement mode, children with special needs are placed in the classes of ordinary education schools to study together with ordinary children (Bowers, 1996; Magrab, 1999; Hua, 2002). The "Compulsory Education Law of the People's Republic of China" stipulates that, for special children of school age, ordinary schools must accept them into the integrated classes and provide corresponding support for their learning and rehabilitation (Lin, 1996). The undertaking of regular class learning is of great significance for promoting high-quality development of integrated education in an all-around way (Smith, et al., 2001).

In China, students from ethnic minority areas enjoy the right of studying in the main form of integrated education, but in western countries, the academic word "inclusive education" is more commonly used (Mittler, 1993). In Malaysia, the concept of inclusive education implemented in schools has been gradually accepted, which also happen and confirmed in Canada in their early practices (Stainback, 1996). Some Australian scholars believe that inclusive education includes two definitions: one is to place special students in ordinary schools and do the same as other students; two is social acceptance and attribution (Bailey & Plessis, 1998). Nowadays, Inclusive education no matter in what country plays an important role for the citizens to receive high-quality instruction and supports that cultivate the young generations to meet future success based on the national core curriculum (Alquraini & Gut, 2012).

UNESCO advocates that inclusive education is to "let schools serve all children" (UNESCO, 1994), which indicated inclusive education needs the schools to accept all learners and cannot refuse to accept students because of certain characteristics, defects, or difficulties (Stainback, 1996; Bowers, 1996).

The development of inclusive education needs to focus on creating the integrated culture, which refers to an ideological system regarding the concept of integrated education value, involving the schools' philosophy, concept, belief, and expectation with respect for students' differences and diversity (Renato et al., 2009). An integrated school environment is to establish a school full of respect, cooperation, and mutual assistance, so that everyone in the school feels that they are welcomed, respected, thus developing a sense of belonging and identity for the school and the class (Yan, Guan & Deng, 2016).

In terms of school resources and support, Yu (2009) mentioned that there was a need to strengthen the construction of the school environment, resource classrooms, and barrier-free facilities, thereby creating a good environment for improving regular class education quality through hardware equipment construction. However, several researchers have found that many schools fail to do this (Fang & Yu, 2010; Deng, 2014; Xia & Xu, 2015). Moreover, after long-term engagement in basic primary school education and many visits, Guo (2019) found that many Chinese schools failed to pay

enough attention and give support to students in regular class learning, and most schools lack resources to establish resource classrooms.

In terms of school management and professional leadership, Guo's (2019) study also pointed out that most schools failed to incorporate education management of regular class students into the school management system, and there was no corresponding incentive for class teachers and course teachers of regular classes in terms of class allowances, excellence selection, performance pay. Thus, teachers showed insufficient concern and enthusiasm for the education and management of regular class students (Guo, 2019).

In terms of integrated culture and environment, Wang, Lian and Zhu (2020) had studied 57 primary school students with intellectual disabilities in grades 3-6 and ordinary students in the same class, analyzed characteristics of peer relationships among students with intellectual disabilities in regular classes from the three dimensions of peer acceptance, friendship relations, and class social network participation. In his further study with other scholars, the results showed that students with intellectual disabilities have significantly lower peer acceptance than ordinary students in overall, most of them are rejected; have a small number of friends and poor friendship relations; most of them are on the edge of social networks, finding it difficult to form small groups; peer relationship is generally poor (Wang, Lian & Zhu, 2020).

Recently, Tu et al. (2020) applied the peer nomination method and social network analysis method to analyze the current situation and characteristics of peer relationships of children with an autism spectrum disorder in regular classes from the three dimensions of peer acceptance, friendship relations, and class social network. It is found that children with an autism spectrum disorder in regular classes have a low level of peer acceptance, low social status in the class, and are generally ignored and rejected by ordinary children in the class. Moreover, children with autism spectrum disorder have few friends and poor friendship relations, with low social network participation in the class and at the edge of the class social network.

In terms of teaching and learning in the integrated class, Lu and Sun (2020) conducted a study of the integrated class education in Hainan Primary School in Haimen District, Nantong City, Jiangsu Province found that implementation of stratified teaching, teaching by aptitude, and stratified training are effective ways to improve the education quality of regular class learning. As Lu and Sun (2020) recommended, teachers should adopt two-level stratified teaching of goals and strategies and implement different evaluation standards for special students of different ability levels.

In terms of student performance, Savolainen (2009) found that teachers' professionalism exerts a unique effect on students' academic performance. Li (2020) also conducted a survey of 87 integrated class students and 15 teachers in 14 ordinary primary schools in Chongqing; she found that the integrated class students in primary school generally have low classroom participation, lack initiative in classroom behavior participation, and exhibit single participation form. With insufficient depth and independence in classroom cognitive participation, students mainly display shallow cognition and great dependence on teachers, with more negative emotions than positive emotions in emotional participation in the classroom. With an insufficient sense of fun in

the classroom, students have less sense of accomplishment, showing more anxiety and boredom in the classroom (Li, 2020).

All in all, due to the research focus and concerns on the current education quality of the integrated class learning in primary schools in the Guangxi ethnic minority area of China, also based on Yan, Guan, and Deng's (2016) theoretical system of integrated education quality evaluation, this study was conducted to investigate the integrated class education quality in primary schools in ethnic minority areas of China, based on the 5 major dimensions, including school resources and support, school management and professional leadership, integration culture and environment, teaching and learning in the integrated class, and student performance.

3. Research Methodology

3.1 Participants

This study adopted a convenient sampling method, selected integrated class teachers from three primary schools in Nanning, Guilin, and another region of ethnic minority areas in Guangxi Province, China. These three primary schools are all public schools, which were in the most remote and economically underdeveloped areas (based on the Guangxi government's economic reports), with relatively more ethnic minority students. The integrated classroom learning teachers from these three schools were surveyed through on-site distribution and online distribution. A total of 235 questionnaires were distributed to all the full-time teachers who were working currently in the regular classes of primary schools in these three Guangxi ethnic minority areas. Finally, the researchers excluded those with incomplete and invalid questionnaires, a total of 205 valid questionnaires were used, with a valid rate of 87.2%. Among them, 55 were from Nanning, accounting for 26.8%; 103 were from Guilin, accounting for 50.2%; the rest 44 were from another region of ethnic minority areas in Guangxi Province, China, accounting for 22.9%. The basic information of the participants was shown in Table 2.

3.2 Research instrument

This research used a questionnaire focusing on Teachers' Perceptions of Education Quality of Integrated Classroom Learning in Guangxi for investigation. The questionnaire used in this study was adopted from Yan, Guan & Deng's (2016) study on *Theoretical System of Integrated Education Quality Evaluation* without modification, which included the five dimensions, namely, school resources and support, school management and professional leadership, integrated culture, and environment, teaching and learning in integrated class, student performance (Yan, Guan & Deng, 2016).

As reported by Yan, Guan & Deng (2016), the IOC confidence results of the questionnaire reached 0.70, the Cronbach alpha value of each dimension was between 0.67-0.76, which indicated that the questionnaire had obtained a good validity and reliability. Therefore, the researchers didn't do the pilot test for the questionnaire, as the original questionnaire was adopted without modification. However, to ensure the reliability and accuracy of the questionnaire results, the validity and reliability of the questionnaire based on the formally collected data of 235 returned valid questionnaires were also reported in the section below.

The internal consistency coefficient of the questionnaire is 0.943, the split-half reliability is 0.815, the Cronbach's Alpha coefficient of each dimension is between 0.742-0.945, the split-half reliability is between 0.634-0.776; the correlation coefficient

between each dimension and the total questionnaire was between 0.357-0.526, belonging to moderate correlation, and the correlation coefficient between each dimension is between 0.702-0.830, belonging to high correlation. Seen from the exploratory factor analysis, KMO value and Bartlett sphere test result show that KMO value was 0.931, Bartlett sphere test quantity was 7471. 197 (df=820, p=0.000), and the cumulative variance explanation rate of the four factors reaches 68.4%. All these testing results suggested that the current questionnaire had good reliability and validity, which was suitable for the investigation on education quality of regular class learning.

The questionnaire used a 5-point Likert scale, with 1-5 points standing for *Strongly Disagree, Disagree, Not So Sure, Agree, and Strongly Agree*. The questionnaire was divided into two parts: The first part was about the basic information of class teachers, including their gender, age, teaching age, professional title, training status. The second part was about teachers' perception towards education quality of regular class learning (41 questions in total), including five dimensions of school resources and support (13 questions in total), school management and professional leadership (4 questions in total), integrated culture and environment (2 questions in total), teaching and learning in the integrated class (11 questions in total), student performance (11 questions in total). The Interpretation for the Scale and Level of School Teachers' Perceptions towards education quality was shown in the following Table 1.

Table 1. Interpretation for the Scale and Level of School Teachers' Perceptions

Agreement Level	Score	Scale	Interpretation
Strongly Disagree	1	1.00-1.50	Very Low
Disagree	2	1.51-2.50	Low
Undecided	3	2.51-3.50	Moderate
Agree	4	3.51-4.50	High
Strong Agree	5	4.51-5.00	Very high

3.3 Data analysis

After sorting out questionnaire data, SPSS 20.0 software was used to enter valid data and perform data analysis. Descriptive statistics, independent samples t-test, one-way ANOVA, and Pearson correlation analysis were applied to deal with the data based on the study's objectives.

4. Results

Based on each objective, the study results and findings were explained as follows:

4.1 The basic information and demographics of the participants

Table 2 showed the teachers' basic information and their demographic Characteristics. The descriptive statistics analysis results, including frequency and percentage, were presented in the following table.

Table 2. Basic Information and Demographics of the Participants (N=205)

Demographics		Number	Percentage
Gender	Male	20	9.8
	Female	185	90.2
Professional Titles	Junior	52	25.4
	Intermediate	57	27.8
	Senior	96	46.8
School Areas	Nanning	55	26.8
	Guilin	103	50.2
	Other areas	47	22.9
Training Experiences	Low-training-experienced	108	52.7
	High-training-experienced	97	47.3

Table 2 reflected that most teachers from these primary schools were female (90.2%), the male teachers were quite limited (9.8%), which is a normal situation for primary education teachers in China. Most of these teachers were with senior professional titles (46.8%) and intermediate professional titles (27.8%), teachers with junior professional titles were the least (25.4%). These teachers were mostly working in Guilin (50.2%), then in Nanning (26.8%), and the least in other areas of Guangxi province (22.9%). Lastly, based on the teachers' training experiences, those who received school training less than twice a year were labeled as low-training-experienced teachers, these group of teachers counted 52.7% of the total participated teachers, while those who received school training more than twice a year, normally like 2-4 times/year, were labeled as high-training-experienced teachers, these group of teachers was 47.3% among all the participants.

4.2 The overall education quality level of integrated classroom learning with each dimension

Means and standard deviations were used to determine the overall teachers' perceptions towards education quality of regular classes of primary schools in Guangxi ethnic minority areas, with detailed information for each dimension shown in the following Table 3.

Table 3. The Overall Education Quality Level of Regular Class with Each Dimension (N=205)

Dimension	M	SD	Interpretation
School Resources and Support	3.25	.74	Moderate
School Management and Professional Leadership	3.14	.80	Moderate
Integrated Culture and Environment	2.92	.87	Moderate
Teaching and Learning in the Integrated Class	3.05	.95	Moderate
Student Performance	3.61	.85	High
The Overall Education Quality	3.19	.84	Moderate

As Table 3 showed, the overall education quality level as the teachers perceived was regarded as moderate, among five dimensions, only student performance was regarded as highest, the rest four dimensions were all regarded at the moderate level, while the integrated culture and environment were the lowest, which to some degree, also reflected the Chinese teacher's work are mainly around the students' performance but ignore the integrated culture and environment building in the current primary school management.

4.3 The comparison of teachers' perceptions towards education quality according to their demographics

To know more about the differences in teachers' perceptions towards education quality in these schools, the researchers also conduct independent samples t-test and one-way ANOVA to compare the teachers' perceptions towards education quality based on their demographic variables.

The following Table 4-5-6-7 showed the results of these related comparisons, among them, Table 4 and 5 showed the independent samples t-test results for the comparison of teachers' perceptions towards education quality based on their gender and their training experiences.

Table 4. Independent Samples t-test for Teachers' Perceptions Towards Education Quality Based on Their Gender (N=205)

Gender	N	M	SD	t	p
Male	20	3.21	.85	.943	.349
Female	185	3.17	.69		

Table 5. Independent Samples t-test for Teachers' Perceptions Towards Education Quality Based on Their Training Experiences (N=205)

Training Experiences	N	M	SD	t	p
Low-training-experienced	108	3.16	.65	2.26	.027*
High-training-experienced	97	3.21	.79		

Note: *p<0.05

As seen, the result of Table 4 showed there were no significant differences in teachers' perceptions towards education quality in these schools according to their gender. However, as Table 5 showed, there were significant differences in teachers' perceptions towards education quality in these schools according to their training experiences, which indicated the teachers with higher training experiences perceived the education quality highly, as the p-value was .027 which was significant at the level of .05.

The following Table 6, 7, and 8 showed the one-way ANOVA results for the comparison of teachers' perceptions towards education quality based on their professional titles and their school areas.

Table 6. One-Way ANOVA Results for Teachers' Perceptions towards Education Quality based on Their School Areas (N=205)

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.515	2	.258	1.484	.233
Within Groups	14.401	83	.174		
Total	14.916	85			

Table 6 showed the one-way ANOVA results for the comparison of teachers' perceptions towards education quality based on their school areas, as a result, there were

no significant differences in teachers' perceptions towards education quality based on their school areas since the p-value was more than .05.

Table 7. One-Way ANOVA Results for Teachers' Perceptions towards Education Quality based on Their Professional Titles(N=205)

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.609	3	.536	3.305	.034*
Within Groups	13.307	82	.162		
Total	14.916	85			

Note: *p<0.05

Table 8. Post Hoc Multiple Comparison of Teachers' Perceptions towards Education Quality According to Their Professional Titles (N=205)

Professional Titles (I)	Professional Titles (J)	Mean Difference (I-J)	Sig.
Junior	Intermediate	.273	.252
	Senior	-.362	.031*
Intermediate	Junior	.273	.252
	Senior	.139	.697
Senior	Junior	.362	.031*

Note: *p<0.05

Tables 7 and 8 showed the one-way ANOVA and Post Hoc multiple comparison results of teachers' perceptions towards education quality based on their professional tiles, it revealed that there was a significant difference in teachers' perceptions towards education quality based on their professional titles since the p-value was less than .05; the teachers' perceptions with senior professional titles perceived the education quality highly.

4.4 The correlations among the five dimensions and teachers' perception towards education quality

Table 9 presented Pearson's correlation analysis for analyzing the relationships among the five dimensions and teachers' perceptions towards education quality in these primary schools. As Table 9 showed, the five dimensions of school resources and support, school management and professional leadership, integrated cultural environment, teaching, and learning in the integrated class, and student performance were all significantly positively correlated with the education quality of regular class learning.

Table 9. Pearson Correlations among the Five Dimensions and Teachers' Perception towards Education Quality (N=205)

Dimensions	School Resources and Support	School Management and Professional Leadership	Integrated Culture and Environment	Teaching and Learning in the Integrated Class	Student Performance	The Overall Education Quality
School Resources and Support	1					
School Management and Professional Leadership	.639**	1				
Integrated Culture and Environment	.548**	.530**	1			
Teaching and Learning in the Integrated Class	.517**	.494**	.834**	1		
Student Performance	.373**	.299**	.505**	.611**	1	
The Overall Education Quality	.750**	.715**	.867**	.886**	.684**	

Note: *p＜0.05; **p＜0.01.

5. Conclusions

Based on the results analyzed by descriptive statistics, independent samples t-Test, and F-tests, this study concluded that: 1) the overall education quality of integrated classroom learning was at a moderate level, especially the student performance was the highest; 2) no significant differences of teachers' perceptions towards education quality were found according to their gender or their school areas; 3) there was significant differences of teachers' perceptions towards education quality in these schools according to their training experiences, the teachers with higher training experiences perceived the education quality highly; 4) there was a significant difference of teachers' perceptions towards education quality based on their professional titles, the teachers with Senior titles perceived the education quality highly; 5) the five dimensions of school resources and support, school management and professional leadership, integrated cultural environment, teaching and learning in the integrated class, and student performance were all significantly positively correlated with education quality of regular class learning.

6. Discussion

Based on the analyzed results of various dimensions of education quality of integrated classroom learning, the overall education quality of the learning was at a medium level, which indicates that the current education quality of regular class learning is not ideal, similar to what Sun & Shen (2019) mentioned in their study. Except that the student performance was "high", the rest dimensions were all regarded as in the "medium"

level. As far as the sub-dimension is concerned, integrated culture and environment were the lowest, which indicated the low school concerns or support in creating integrated culture and environment. This result was also pointed out by Lü (2020), who commented that general school support for creating integrated culture and environment for regular class learning was currently low, lacking a support system. It is necessary to create an integrated cultural environment by supporting and changing the attitudes of teachers. Then it may also help improve the education quality gradually (Li, Chen & Zhang, 2019).

At present, the education quality of integrated class learning in Guangxi is not ideal, and the overall low level of school resources and support may be owing to the following factors. On the one hand, from the national level, regular class learning has a late start in China. It was after the 1980s when the state formally put forward the concept of "regular class learning" that regular class learning began development, so it has only developed for merely 3 decades (Xia & Xu, 2015). Due to a lack of sufficient and mature education experience in regular class learning, many problems are unavoidable, leading to low education quality of regular class learning. On the other hand, Guangxi belongs to the central and western regions, with relatively backward economic levels compared with the eastern coastal areas. Economic foundation affects the superstructure, so education investment is relatively small especially special education investment. For the main form of special education, the number of funds invested in regular class learning will also affect its education quality (Cui & Yuan, 2018).

The study results also indicated that teachers' perceptions towards education quality were significantly different according to their professional titles, and training experiences. This research result was consistent with Savolainen's (2009) finding that teachers' professional quality has a significant impact on education quality. Similarly, Wang (2015) supported that teachers' academic and learning experiences play an important role in their perceptions of viewing education quality. Theoretically speaking, teachers with the higher professional titles may receive more training experiences, teachers with more professional knowledge and training experiences could perceive the education quality more comprehensively and meticulously, they would be able to do more in terms of the five dimensions such as using school resources and support, cooperating with school management and professional leadership, creating the integrated cultural environment, applying better teaching and learning methods in the integrated class, as well as focusing on student performance (Lu & Sun, 2020).

The implementation of professional title evaluation standards can encourage teachers to continuously improve teaching methods and make students more interested in learning (Huang, 2016). The research results reveal that education quality is significantly higher when teachers have the senior professional titles as relative to the ones with junior professional titles, and intermediate professional titles, which suggested that higher professional titles of regular class teachers exert greater impact on education quality (Tu et al., 2020). Teachers' professional titles means an affirmation of the teacher's teaching ability, which was one of the key factors that may influence the education quality (Wei, 2017; Li, 2020).

The study results showed that there are no obvious gender and regional differences in teaching, student performance, school resources and support, school management and leadership, and education quality in regular class learning, and an

integrated cultural environment. These indicated that the gender and regional differences may not affect education quality in the selected primary schools in Guangxi provinces, which is consistent with the findings of Deng's (2014) study.

Finally, in terms of the relationships among the five dimensions and teachers' perceptions towards education quality in these primary schools, this research result was consistent with part of Zhang's (2006) findings that significant correlations existed among the five dimensions of teachers' perceptions towards education quality of regular class learning. These five dimensions were closely related and important for improving the overall quality of regular class learning, and the key to improving education quality is to focus on improving all these five dimensions for regular class learning as confirmed by Yu (2009).

7. Recommendations

First, due to the late start of integrated education in China, Guangxi's integrated education develops slowly with less relevant experience especially compared with southeast coastal areas. Therefore, based on China's reality, it is possible to draw on and learn from advanced experiences of countries or regions with better-integrated education development such as the United States and the United Kingdom, thus learning from each other's strengths to offset the weakness.

Second, it is necessary to standardize government responsibilities and guarantee funding input. In a research report funded by the British Government, the problem facing local education institutions, where the government controls the finances of schools, should include the additional funds needed for special education (Coopers & Lybrand, 1996). The government should clarify its responsibilities, regulate the use of power, and attach importance to education, especially integrated education, thus ensuring the input of funds. Although the tuition and miscellaneous fees for enrollment are exempted in the compulsory education stage, education expenses for special children are higher compared to ordinary children as special children enrolled in ordinary classes of general schools demand some special aids and equipment. Such expenses mean a huge burden for many families with special children. Therefore, governments at all levels in China need to invest sufficient funds to ensure the smooth development of integrated education.

It is necessary to invite regular class teachers with rich teaching experience and the ability to impart teaching experience to young teachers or just newly employed teachers. There is a need to rationally allocate teaching tasks of new and old teachers. Since young teachers are more energetic, more extracurricular class activities and individualized teaching activities for students can be allocated to young new teachers, while older teachers are mainly responsible for classroom teaching tasks. Young new teachers should observe the older teachers' classroom teaching and learn experience therefrom. After young new teachers gradually familiarize with the teaching environment and status of students in the class, let them carry out classroom teaching activities; when students show psychological problems, young new teachers who have established a good relationship with students can communicate more with such students. Teachers' professional title evaluation system should be implemented to develop teachers' comprehensive ability, which will help improve the cognitive and non-cognitive performance of special students in regular classes.

Finally, to improve the professional quality of integrated education among regular class teachers, it is important and necessary for China MOE to strengthen the national qualification examination for special education teachers and implement a certification system for special education and integrated education teachers in different ethnic minority areas of China. If it is possible to invite primary public schools in Guilin that have done a good job in the integrated cultural environment to give lectures in other areas of Guangxi or make the integrated cultural environment into the classroom learning at the primary schools in Guilin into a public welfare documentary and share them with other regular class schools.

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